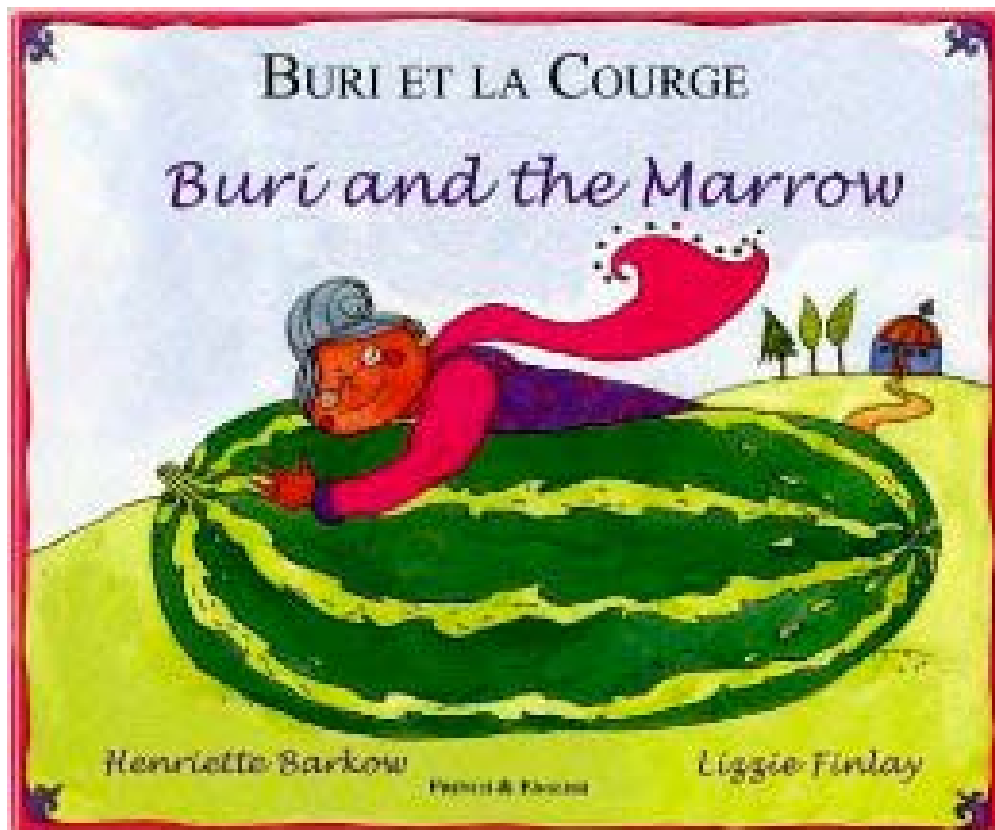


Buri and the Marrow



Lotto Games
Pairs, Sequencing
Activity and Track
Game

Buri and the Marrow

A set of six cards in sequence of when the characters appear in story for matching, sequencing or this could also be made into a lotto game.

A lotto board with Buri and a six marrow card parts to collect that cover her. Possible way to play the game: Every player has a Buri board. Six marrow cards for each player placed near each player. Character cards are placed in a pile or spread upside down. Take turns to pick a card. If you pick a tiger, a lion, Buri or her daughter you can place a marrow card on your Buri to begin to hide her. If you pick a fox card you have to put a marrow card back and if you pick a dogs card you can add an extra marrow card. These rules can of course be varied or adapted to particular groups and age ranges.

Last updated 6th March 2016

Webaddress: www.collaborativelearning.org/buriandmarrow.pdf

Our activities are designed to:

...build on prior knowledge.

...move from concrete to abstract thinking.

...ensure everyone works with everyone else.

...extend social language into curriculum language.

...provide motivating ways to go over the same topic more than once.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops and conferences worldwide but mainly in the UK. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

*They provide scaffolding for differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills. We strongly endorse the principles of the Learning Without Limits group to which we belong.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

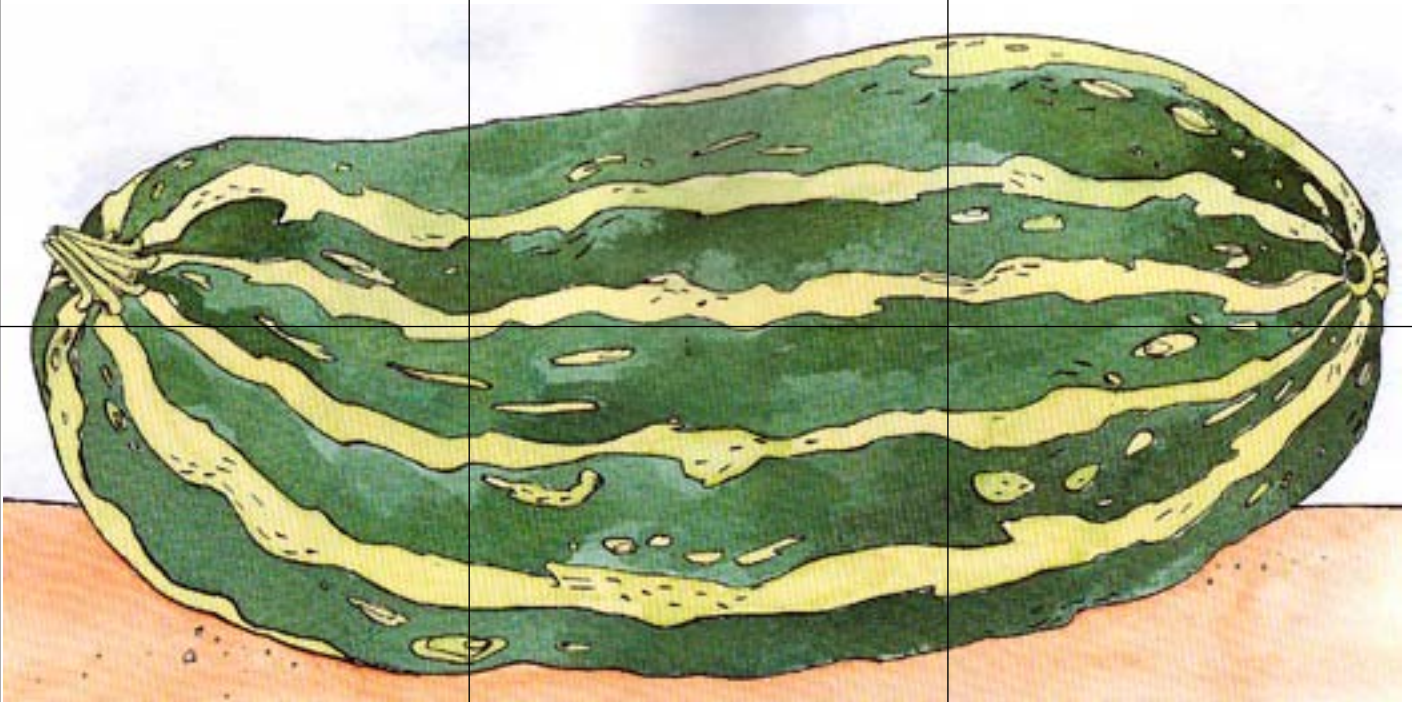
*They are generally work effectively over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

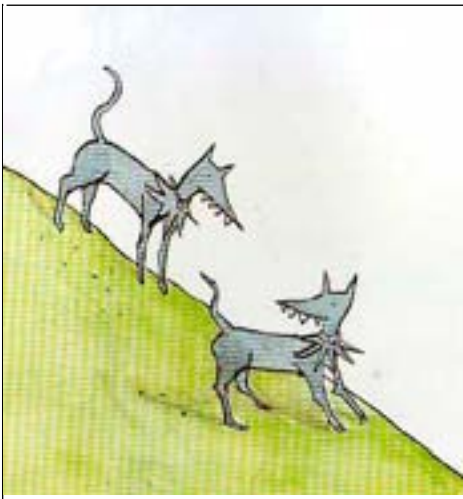
*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Buri board



Marrow cards





Buri and the Marrow Track Game

This is a game suited to the use of the Talking Pen. All the dots on the board need to be sound enabled. The track needs to be widened and spacers put in.

Children move along the track, talk to the animals to reach daughter's house. They could then return disguised as a marrow.

The dots along the track could have the animals talking so that children can listen as they go along the track. The dots around the edge could be an alternative to dice or spinners. So when it is your go you choose a dot which will tell you how many spaces to go in which direction. The dots might also tell them to do other things. You would need a rule where they could only try a dot once (they could be numbered or coloured and then checked off).

